

## SHERIDAN ELEMENTARY

1139 Hillsboro Road  
Orangeburg, S.C. 29115

**GRADES** K-5 Elementary School

**ENROLLMENT** 515 Students

**PRINCIPAL** Xennie Weeks 803 534-7504

**SUPERINTENDENT** Melvin Smoak 803-534-5454

**BOARD CHAIR** Melvin Crum 803-534-5454

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2004

#### ABSOLUTE RATING:

**AVERAGE**

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
2	33	58	8	0

#### IMPROVEMENT RATING:

**GOOD**

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

#### ADEQUATE YEARLY PROGRESS:

**YES**

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**FOR MORE INFORMATION, VISIT WEBSITES AT:**

**WWW.MYSCSCHOOLS.COM**

**WWW.SCEOC.ORG**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2001</b>	Below Average	Excellent	N/A
<b>2002</b>	Average	Good	N/A
<b>2003</b>	Average	Below Average	No
<b>2004</b>	Average	Good	Yes

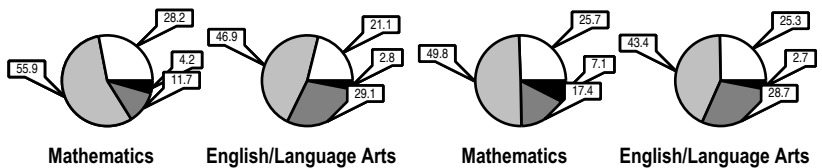
**DEFINITIONS OF DISTRICT RATING TERMS**





- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

65.6%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 17.6%									
All Students	215	100.0	21.1	46.9	29.1	2.8	43.7	Yes	Yes
Gender									
Male	111	100.0	25.7	55.0	19.3	0.0	29.4		
Female	104	100.0	16.3	38.5	39.4	5.8	58.7		
Racial/Ethnic Group									
White	27	100.0	11.1	51.9	37.0	0.0	51.9	I/S	I/S
African-American	186	100.0	22.8	46.7	27.7	2.7	41.8	Yes	Yes
Asian/Pacific Islanders	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	188	100.0	18.3	46.2	32.3	3.2	46.8		
Disabled	27	100.0	40.7	51.9	7.4	0.0	22.2	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	215	100.0	21.1	46.9	29.1	2.8	43.7		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	215	100.0	21.1	46.9	29.1	2.8	43.7		
Socio-Economic Status									
Subsidized meals	160	100.0	23.4	51.3	23.4	1.9	38.6	Yes	Yes
Full-pay meals	55	100.0	14.5	34.5	45.5	5.5	58.2		

Mathematics - State Performance Objective = 15.5%									
All Students	215	100.0	28.2	55.9	11.7	4.2	27.2	Yes	Yes
Gender									
Male	111	100.0	32.1	54.1	9.2	4.6	24.8		
Female	104	100.0	24.0	57.7	14.4	3.8	29.8		
Racial/Ethnic Group									
White	27	100.0	18.5	59.3	14.8	7.4	37.0	I/S	I/S
African-American	186	100.0	29.9	55.4	11.4	3.3	25.0	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	188	100.0	25.3	56.5	13.4	4.8	30.6		
Disabled	27	100.0	48.1	51.9	0.0	0.0	3.7	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	215	100.0	28.2	55.9	11.7	4.2	27.2		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	215	100.0	28.2	55.9	11.7	4.2	27.2		
Socio-Economic Status									
Subsidized meals	160	100.0	29.7	57.0	11.4	1.9	23.4	Yes	Yes
Full-pay meals	55	100.0	23.6	52.7	12.7	10.9	38.2		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

**Abbreviations for Missing Data**  
N/A Not Applicable   N/AV Not Available   N/C Not Collected   N/R Not Reported   I/S Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

		<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>English/Language Arts</b>								
<b>2003</b>	<b>Grade 3</b>	89	96.6	30.8	46.2	21.8	1.3	23.1
	<b>Grade 4</b>	90	98.9	21.3	52.5	26.3	N/A	26.3
	<b>Grade 5</b>	93	98.9	38.5	57.7	3.8	N/A	3.8
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2004</b>	<b>Grade 3</b>	77	100.0	26.0	35.1	31.2	7.8	39.0
	<b>Grade 4</b>	71	100.0	21.1	52.1	26.8	N/A	26.8
	<b>Grade 5</b>	67	100.0	16.4	56.7	26.9	N/A	26.9
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
<b>2003</b>	<b>Grade 3</b>	89	100.0	41.8	41.8	11.4	5.1	16.5
	<b>Grade 4</b>	90	100.0	31.3	58.8	7.5	2.5	10.0
	<b>Grade 5</b>	93	100.0	61.5	37.2	1.3	N/A	1.3
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2004</b>	<b>Grade 3</b>	77	100.0	31.2	63.6	5.2	N/A	5.2
	<b>Grade 4</b>	71	100.0	25.4	53.5	15.5	5.6	21.1
	<b>Grade 5</b>	67	100.0	26.9	50.7	14.9	7.5	22.4
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 515)				
First graders who attended full-day kindergarten	100.0%	N/C	100.0%	100.0%
Retention rate	4.1%	Up from 0.3%	3.6%	2.7%
Attendance rate	99.6%	Up from 96.5%	96.2%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	7.9%		5.6%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	7.9%		4.0%	3.5%
Eligible for gifted and talented	3.1%	Down from 4.5%	9.7%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	8.8%	Up from 4.3%	9.5%	8.2%
Older than usual for grade	2.3%	Down from 2.5%	1.3%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 0.7%	0.0%	0.0%

Teachers (n= 42)				
Teachers with advanced degrees	71.4%	Down from 71.8%	46.2%	51.4%
Continuing contract teachers	76.2%	Down from 84.6%	87.1%	87.5%
Highly qualified teachers**	100.0%	N/A	95.0%	95.0%
Teachers with emergency or provisional certificates	5.7%		0.0%	0.0%
Teachers returning from previous year	87.8%	Down from 89.3%	86.1%	86.7%
Teacher attendance rate	95.0%	Down from 95.2%	94.6%	94.9%
Average teacher salary	\$43,713	Down 0.5%	\$39,921	\$40,760
Prof. development days/teacher	10.8 days	Down from 12.1 days	13.1 days	12.4 days

School				
Principal's years at school	4.0	Up from 3.0	3.0	4.0
Student-teacher ratio in core subjects	16.8 to 1	Down from 18.1 to 1	18.1 to 1	18.9 to 1
Prime instructional time	92.7%	Up from 89.6%	89.5%	90.0%
Dollars spent per pupil*	\$5,945	Up 2.1%	\$6,066	\$6,044
Percent of expenditures for teacher salaries*	71.2%	Up from 68.8%	65.3%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	Up from 96.0%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	N/A	Good	Good

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	N/A	92.0%
Highly qualified teachers in high poverty schools**	93.0%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

\*\*NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

At Sheridan Elementary, faculty, staff, and students give 100% everyday to make our motto "Striving for Success " a reality. We believe that all students can learn and we provide a varied, well-rounded approach to teaching and learning, which includes and reaches all stakeholders. We are dedicated to the academic success of our students.

The integration of curriculum is evident at all grade levels. All classrooms have computers, which are vital to the success of our Accelerated Reading and Accelerated Math programs. Other programs offered to enhance our students educational opportunities include Reading Recovery, kit-based science, guidance, Cunningham Four-Block Literacy Model, a computer lab, and an excellent fine arts program.

Academically talented students in grades three and four receive one-half day of instruction with a certified teacher. Low-achieving students receive extra assistance during extended day, the Century 21 program, and the After-School Place.

Four members of the Sheridan faculty have National Board Certification. Recent staff development includes writing and math workshops, the state science conference, and the SCIRA reading conference.

Parents and the community are a vital part of the team at Sheridan. Parent volunteers, family math and science nights, a science fair workshop, the arts jamboree, PTSA, and parenting workshops are some of the ways parents are involved in their children's education at Sheridan. This year, a town meeting was also held to answer questions and address concerns brought forth by the parents.

The mission of Sheridan Elementary is to provide a safe, nurturing, and stimulating environment, enabling students to become productive citizens while ensuring that all children feel special and no child is left behind. The faculty and staff at Sheridan will continue to implement our mission on a daily basis.

Mr. Xennie Weeks, Principal

Ms. Cheryl Benton, Chairperson of SIC

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	41	66	43
Percent satisfied with learning environment	95.1%	89.2%	87.8%
Percent satisfied with social and physical environment	95.1%	87.5%	88.1%
Percent satisfied with home-school relations	75.6%	87.5%	69.8%

\*Only students at the highest elementary school grade level at this school and their parents were included.